INSTALLATION

MANAGEMENT

AGENCY

CIVILIAN MENTORING PROGRAM

IMA PAMPHLET 600-8

10 May 2005

MISSION

Provide equitable, effective and efficient management of Army installations worldwide to support mission readiness and execution, enable the well-being of Soldiers, civilians and family members, improve infrastructure, and preserve the environment.

VISION

The preeminent agency in the Department of Defense that produces highly effective, state-of-the-art installations worldwide, maximizing support to the people, readiness and transformation of an expeditionary force.

"...it is the men and women of America who will fill the need. One mentor, one person, can change a life forever. And I urge you to be that one person."

President George W. Bush

The proponent of this pamphlet is the U. S. Installation Management Agency (IMA). The IMA has the authority to approve exceptions to this pamphlet that are consistent with controlling laws and regulations. Users are invited to send comments and suggested improvements for this document to Chief, IMA Human Resources (HR) Division, ATTN: IMAH-HRD-D (Workforce Development Branch), 2511 Jefferson Davis Highway, Arlington VA 22202.

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Major General, U. S. Army
Director

INSTALLATION MANAGEMENT AGENCY (IMA)
Civilian Mentoring Program

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1. Purpose. This pamphlet establishes a structured U.S. Army Installation Management Agency (IMA) mentoring program. It also includes a mentoring a guide for employees interested in being mentored, hereafter called mentees, and leaders or senior employees interested in serving as mentors. The guide identifies available opportunities and outlines roles and responsibilities for enhancing the mentorship partnership. The pamphlet may also be used as a model for establishing a Region or a local mentoring program.

2. References. References are listed in Appendix A.

3. Explanation of abbreviations and terms. Abbreviations and special terms used in this pamphlet are explained in the Glossary.

4. Objectives of Mentoring.

    a. People are IMA's credentials. One important way to recruit and retain talented employees is by ensuring they are properly trained and have opportunities for professional growth. An effective mentoring program is part of this training model. Mentoring encourages knowledge transfer, fosters a more inclusive work environment, and promotes organizational commitment. In an environment of change, mentoring helps employees adjust more quickly to a fluid work environment by helping them understand the formal and informal organizational structure, the organizational culture, and how the mission gets done.

    b. The IMA mentoring program is being launched to enhance employee professional and career development, to promote opportunities for professional success, and to encourage succession planning. For mentors, learning objectives include being effective mentors, capitalizing on strengths, sharing wisdom and knowledge, and challenging less experienced employees to succeed. For mentees, learning objectives include taking charge of their careers by assessing their skill levels, setting effective career goals, and understanding their professional strengths and weaknesses. For the Agency, a mentoring program creates a learning environment where continuous learning occurs for mentees and mentors.

5. Benefits of Mentoring. Mentoring is not a new concept and has been a part of Army culture for many years. It is an extremely powerful tool for personal and professional development. Mentoring can help improve competencies, leadership skills, self-awareness, and morale. It also promotes learning, career planning, job enrichment, and career progression. Mentoring is an effective way to tap into the valuable resource of high potential employees and to instill a culture of assisting and developing less experienced employees to succeed. Through mentoring, experienced leaders are brought together with less experienced employees to enhance growth through sharing insights and experiences. The mentee gains insight from "someone who has been there" and the mentor gains satisfaction from helping develop high potential careerists within the organization.

Benefits of Mentoring

IMA	• Increases employee base for succession planning • Improves employee productivity • Increases organizational commitment • Aids recruitment and retention of high caliber talent • Accelerates understanding the mission and organizational culture • Increases IMA collective knowledge • Promotes an inclusive work environment
Mentor	• Improves leadership effectiveness • Establishes legacy by passing on skills, knowledge, and expertise • Enhances coaching, counseling, feedback, and communication skills • Provides exposure to new ideas and perspectives • Gains recognition as an expert in subject area
Mentee	• Enhances career planning • Provides opportunities for professional growth • Increases credibility and marketability • Gains insight Into organization's culture and climate • Provides opportunities to improve networking and leadership skills • Allows learning in a low risk environment • Obtains honest, candid guidance, and assistance • Develops additional functional knowledge, skills, and expertise • Enhances personal workplace competencies

Table 5-1

6. Types of Mentoring.

a. Supervisory Mentoring

(1) Supervisory mentoring is generally seen as coaching more than mentoring. Advising and assisting employees are already part of the normal functions that supervisors perform every day. On-the-job training (OJT) and guidance are examples of this type of assistance. Supervisors should always be the first source of information for employees because supervisors have information about their employees' current performances, the function of their positions, and their organizational requirements. However, the degree of effectiveness of supervisory mentorship usually depends on the skills and abilities of supervisors to pass on job competencies.

(2) Other types of mentoring do not replace a supervisor's authority nor relieve a supervisor from any official duties or responsibilities. Supervisors continue to review their employees' performances and provide feedback and counseling. However, the ability of supervisors to function as mentors is usually limited because they must provide equal assistance to their employees and must complete annual performance evaluations. In addition, most supervisors tend to focus on the current job rather than looking at the employee's potential or development to other jobs. This can hinder supervisors from being unbiased confidants or advisors who can provide opinions and suggestions on how to explore and reach personal and professional goals outside of the organization.

b. Informal Mentoring. Informal mentoring usually occurs when a less experienced employee approaches a senior or more experienced employee for advice and information. This is the most common type of mentoring. It is normally based on a

mentee finding a trusted individual willing to serve as a mentor to help meet some perceived needs, personally and professionally. The employee finds his or her own mentor and together they define their mentoring relationship. The relationship can be long term or can be situational such as assistance with developing a particular career enhancing skill such as briefing or gaining subject matter information. Informal mentoring has little formal structure and few mandated requirements or oversight.

c. Facilitated Mentoring. Facilitated mentoring adds some structure to an informal mentoring program by involving a process for matching mentors and mentees. It often involves a mentoring coordinator to assist with matching pairs, mentoring orientations, training, tracking progress, and program evaluation.

d. Centralized Mentoring. Centralized mentoring is a formal, highly structured, and centrally managed program. It defines the steps and components of the mentoring program including implementation and orientation, application process, matching mentee/mentor process, tracking progress, monitoring and counseling, training, and program evaluation. A centralized mentoring program may be developed, managed, and funded by a local activity, a Region, a headquarters, or a functional proponent.

Types of Mentoring

	Program Elements
Supervisory Mentoring Program	• Available to any interested employee under a supervisor • Normal function of supervisor relationship • Locally funded • May include OJT, career counseling, or general guidance • Can continue throughout supervisory relationship • Little program structure
Informal Mentoring Program	• Open to any interested employee • Mentee finds own mentor • Locally funded • Little formal structure and few requirements • Length of relationship defined by participants • Mentoring partnership voluntary • Little program structure
Facilitated Mentoring Program	• Open to any interested employee • Mentoring coordinator assist with matching mentee/mentor • Locally funded • Application process for mentors and mentees • Some mentoring orientation • Usually 1-year relationship but can be shortened/extended by participants • Administrative tracking and program evaluation
Centralized Mentoring Program	• Targeted population • Formal process for matching mentee/mentor defined by program • Centrally managed and funded by local activity, Region, agency headquarters, functional proponent, etc. • Application process for mentors and mentees • Highly structured, centrally managed training and program requirements • Length of formal relationship defined by program • Defined administrative tracking and program evaluation

Table 6-1

7. Mentoring Program Elements.

a. Mentoring Action Plans.

(1) Before entering into a mentoring partnership, the mentee must be able to define his/her goals and objectives. Without defined goals and objectives, the mentee and mentor will have difficulty determining if the mentorship is beneficial or moving in the right direction.

(2) The mentor and the mentee should work together to complete a mentoring action plan. This will allow them to mutually understand what is desired or expected and help them evaluate accomplishments toward the mentoring goals.

(3) Developmental goals define the desired direction for the next several years. It can take months or years to obtain some goals.

(4) Objectives are smaller steps that are necessary to progress toward developmental goals. Some goals may have several objectives. To be useful, objectives should be able to identify what changed, when it changed, and how much was changed. One way to evaluate objectives is to measure them against "SMART." Effective objectives should be:

- o **S**pecific: well described. Do you know what has to happen?
- o **M**easurable: quantifiably or qualitatively achievable. How will you know if you achieved it?
- o **A**ttainable: resources and ability. Is it realistic?
- o **R**elevant: important to goal. Does it help toward attaining the goal?
- o **T**ime-bound: specific timeframe. What is the suspense date?

(5) The IMA Mentoring Action Plan form (Appendix E) can be used to record the mentorship goals, objectives, recommended actions, and accomplishments. Where appropriate, these should also be included in the mentee's individual development plan.

b. Supervisor notification. In all mentoring situations, mentors and mentees should inform their supervisors of their intention to participate in a mentoring relationship. This will ensure that the supervisors are aware of the mentoring partnership and that appropriate time can be allowed for meeting, training, etc. In addition, the mentee's supervisor can be a valuable resource for information on assessing the mentee's current skills and for obtaining recommendations for development that can help meet the mentee's and the organization's current and future needs.

c. No Fault Termination. All mentoring partnerships are voluntary. If either partner decides that the mentorship has gone as far as it can, it can be concluded at any time. It should not be artificially continued with partners just going through the motions. However before ending your relationship, the following actions should be considered:

(1) Determine logically and discreetly whether the mentoring relationship can be saved, whether it is worth saving, or whether it should be concluded.

(2) Talk about with your mentoring partner about continuing or terminating the mentorship and try to get mutual agreement.

(3) Get help from the mentoring program coordinator or other trusted advisors.

d. Training. A mentoring orientation training package section is currently under development and will be placed on the IMA Workforce Development (WFD) website. The orientation will cover mentoring responsibilities and requirements. There are also online mentoring training courses and helpful mentoring websites listed in Appendix G. In addition, DA is developing mentorship training that will be incorporated into the Army leader development training courses.

e. Evaluation. Program evaluation is an important process to help determine if the mentoring program is working and to create an environment for continued program improvement. As a minimum, mentorship partners should evaluate their relationship quarterly to decide if the partnership is accomplishing their established mentoring goals.

8. Army Mentorship Program

a. The Army's new Mentorship Strategy provides mentorship opportunities, tools, and resources for Soldiers, DA civilians, military spouses, retirees, veterans, and contractors with access to the Army Knowledge Online (AKO). The definition of Mentorship for the Army is: the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

b. The Army's Mentorship Strategy addresses mentorship for all Army constituents. It provides new online resources such as the Army's Mentorship Resource Center and the AKO Mentorship Community (Look on AKO under Army Organizations > Personnel > Mentorship). The Resource Center and the Mentorship Community offer mentorship guidance, tools, references, articles, a mentorship handbook, a searchable mentorship profile server for mentors and mentees, and multiple online mentoring forums.

c. The Army Mentorship Community hosts two powerful online mentoring tools.

(1) The Army Mentorship Profile Server. The server allows mentors and mentees to register and voluntarily submit and/or select from available mentor/mentee profiles. This profile server allows individuals to search, find, and select mentors and/or mentees based on the profile criteria.

(2) Multiple tailored mentorship forums. Each forum title allows individuals in that community to ask for help and offers the opportunity for open dialogue between voluntary mentors and those seeking advice, guidance, and mentorship. In these forums, open discussions are highly encouraged to help others develop and grow personally and professionally. Forum discussions on one subject can go on as long as the participants have an interest or until another individual submits another question/request for advice. For example, a careerist can post a question on the CF-29 forum to seek advice and opinions on any issue related to that installation management.

9. IMA Mentoring Programs.

a. IMA Informal Mentoring Program. There are no formal program requirements or central oversight for the informal program. Informal mentoring can occur at any time. Mentors and mentees should consider using the IMA Guide to Mentoring, Appendix H, as a guide to bring some structure to their mentorship relationship and to help ensure it stays on course.

b. IMA Facilitated Mentoring Program. An IMA facilitated mentoring program is under consideration. It will be established after the HQIMA Centralized Mentoring Program has had an opportunity to mature. Until the IMA program is established, IMA personnel may register on the Army's Mentor Profile Server as one way to find a mentor/mentee. In addition, regions or local activities may establish their own voluntary, facilitated mentoring program by identify a mentoring coordinator and using appropriate parts of the Army Mentorship Program, this pamphlet, and the IMA Mentoring Handbook as guides. The facilitated mentoring program coordinator should:

1) Query their mentoring population annually to identify potential mentors and mentees.

2) Maintain a list of mentors and mentees to help match mentees with mentors.

3) Serve as the mentoring point of contact to assist mentors and mentees.

c. Headquarters, IMA Centralized Mentoring Program.

(1) The HQIMA Centralized Mentoring Program (HCMP) is one example of a centralized mentoring program that has been developed at the HQIMA level. It is a highly structured, competitive program that is funded and managed by HQIMA.

(2) The HCMP target audience is GS-11 and above. Annually, HQIMA will announce the program. HQIMA will select a limited number of mentees who will be mentored by select IMA senior leaders who have volunteered to serve as mentors.

(3) The goal of HCMP is to develop well-rounded managers at the mid or senior-level by developing high potential mentees to assume positions with higher-levels of responsibility. HCMP includes the traditional one-to-one mentoring relationship, formal training, mentor shadowing, and stretch assignments.

(4) Specific information about the roles, responsibilities, and requirements for HCMP can be found at Appendix B of this pamphlet.

APPENDIX A
References

AR 600-3
The Army Personnel Proponent System

AR 600-100
Army Leadership

AR 690-400
Chapter 410 Employee Performance and Utilization, Employee Development
Chapter 413 Employee Performance and Utilization, Management Development

AR 690-950
Civilian Personnel Career Management

DA Pamphlet 690-43
A Supervisor's Guide to Career Development and Counseling for Career Program Employees

DA Pamphlet 690-46
Mentoring for Civilian Members of the Force

FM 22-100
Army Leadership

IMA Policy Memo #13
Workforce Development – Developing the Present and Future IMA Workforce

ACTEDS Plans
Appropriate Career Program Series (http://cpol.army.mil/library/train/acteds/)

Army Mentorship Handbook (Draft)
http://www.armyg1.army.mil/hr/leadership/armymentorshiphandbook2005.doc

APPENDIX B

HQIMA CENTRALIZED MENTORING PROGRAM (HCMP)

1. Overview.

a. The HQIMA Centralized Mentoring Program (HCMP) is a highly structured, competitive mentoring program that is centrally managed and funded by HQIMA. HCMP will be managed by HQIMA and the travel or temporary duty (TDY) cost associated with the HCMP will be centrally funded.

b. The goal of HCMP is to develop well-rounded managers at the mid or senior-level by grooming mentees to help prepare them to assume positions with higher-levels of responsibility.

c. The target audience for HCMP is GS-11s and above. Annually, HQIMA will announce the program. From the applications, HQIMA will select a limited number of high potential mentees who will be mentored by IMA senior leaders.

d. Mentors for the HCMP will be selected from a pool of IMA senior leaders who have volunteered to serve as mentors.

2. Roles and Responsibilities.

a. HQIMA WFD Branch. The HQIMA WFD Branch will identify an HCMP program coordinator to execute and maintain the overall HCMP. The program coordinator will:

(1) Market HCMP throughout IMA.

(2) Annually, announce the HCMP to identify IMA employees who want to participate in HCMP as a mentor or a mentee.

(3) Serve as the secretary for the HCMP selection board.

(4) Arrange for an orientation meeting between mentors and mentees.

(5) Ensure that mentors and mentees understand their role in HCMP.

(6) Continuously monitor HCMP and suggest changes to enhance program effectiveness.

b. Mentees. HCMP mentees must possess an eagerness to grow, to obtain feedback, and to receive constructive evaluation to enhance their professional growth. Mentees will:

(1) Actively pursue self-development and be willing to seek and accept broader responsibilities.

(2) Set reasonable professional goals and develop an action plan for achieving the goals.

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(3) Work with their mentor and supervisor to prepare a mentoring action plan.

(4) Meet with the mentor regularly to assess progress, e.g., could be over coffee, lunch, email, or telephone. The E-Mentoring course in Appendix G identifies several approaches for possible electronic mentoring meetings.

(5) Accept assignments to acquire the desired experience and competencies.

(6) Complete learning activities and stretch assignments within specified timelines.

(7) Complete the periodic and final evaluation forms.

c. Mentors. Selected IMA senior leaders will serve as voluntary HCMP mentors. Mentors facilitate the mentees' professional growth and development through counseling, coaching, modeling, and advising. They work with mentees to identify and develop areas of growth that can be worked on during the mentoring period. These areas should be placed on the mentoring action plan. The mentoring action plan should include formal education, job assignments, or stretch assignments. The mentors will:

(1) Share their understanding of the organization, its mission, and its formal and informal operating processes.

(2) Serve as counselors, guides, and advisors to the mentees providing constructive feedback and recommendations where appropriate.

(3) Share experiences, successes, and challenges in working world.

(4) Encourage mentees to seek self-development opportunities and to be self-starters.

(5) Suggest appropriate training and developmental opportunities.

(6) Provide periodic reviews and constructive evaluation of mentee's progress.

(7) Meet regularly with mentee at least once a month, e.g., could be over coffee, lunch, email, or by telephone. The E-Mentoring course in Appendix G identifies several approaches for possible electronic mentoring meetings.

(8) Help the mentee effectively navigate the CP/CF system.

(9) Keep the mentee accountable for the goals and objectives that he or she wants to achieve or promises made.

(10) Assign stretch assignments that will challenge or stretch the mentee's abilities. It may include doing an in-depth analysis of an appropriate CF topic, working on a CF systemic problem, or developmental work assignments that are accomplished through a functional office at a Garrison, a Region, or HQIMA.

(11) Develop a one-week shadow program with a meaningful agenda where the mentor will shadow the mentor around to watching what the mentor does and what their day is like. The mentor may get the mentee involved in a task but shadowing differs from details because the purpose is not for the mentee to complete work. Shadowing offers the opportunity for the mentee to watch the mentor in action, to ask questions while work is being done, to network with people in the career field, and to check out assumptions about the kinds and levels of work done.

d. Supervisory Role. Mentors and mentees must request their supervisor's approval on the HCMP mentoring application form. Supervisors will:

(1) Support the mentoring program by discussing the mentoring program and the mentoring agreement with the mentor/mentee and endorse as appropriate.

(2) Provide adequate time, generally one hour per pay period, for mentors/mentees to prepare and attend mentoring meetings and to complete any assigned developmental learning projects.

e. Career Program Managers/ Career Field Managers (CPM/CFM) Role. Local IMA CPMs/CFMs at the local levels, the Regions and HQIMA, will:

(1) Serve as a champion for the HCMP within their CF.

(2) Encourage mentee applications from careerists within their functional CF.

(3) Encourage mentor applications from the IMA senior leaders within their functional CF or CP.

(4) Endorse the HCMP mentee and mentoring applications from local careerists in their functional CF/CP.

f. HCMP Board. The HCMP Board will be made up of three HQIMA senior staff members (GS-15 or Colonel). The Board will annually review applications for participation in the HCMP.

3. Mentoring Program Elements

a. Application.

(1) Applicants interested in applying for the HCMP will complete the IMA Mentoring Program – Mentee forms and the Statement of Career Aspirations, Goals, and Suitability at Appendix C.

(2) Senior employees interested in serving as an HCMP mentor will complete the IMA Mentoring Program - Mentor application.

b. Selection.

(1) Mentees. The HCMP board will review all HCMP mentee application packages and select a limited number of high potential candidates. Selection will be

based on the overall application, the mentee's leadership potential, and how the mentee's goals relate to IMA's mission.

(2) Mentors will be selected based the mentee's goals; the mentor's experiences, skills, knowledge, or abilities; and the mentor's proximity to the selected mentees.

c. Matching Partnership. The IMA Mentoring program coordinator, in conjunction with the appropriate CPM/CFM, will recommend the mentoring partnerships.

d. Mandatory Training. A mentoring orientation training package is currently under development and will be placed on the IMA Workforce Development (WFD) website. The orientation will cover mentoring responsibilities and requirements. In addition, mentors will complete the Effective Mentoring online training course and mentees will complete the Achieving Success with the Help of a Mentor online training course found at Appendix G. The other online training courses are also recommended to help establish an effective mentoring partnership and to reduce misunderstandings or problems.

e. Mentoring Action Plans.

(1) The mentee's defined goals should be the basis for completing the mentoring action plan at Appendix E. The mentor and the mentee will work together to complete the mentoring agreement and the action plan within 30 days of the program start.

(2) A copy of the mentoring agreement and the action plan will be forwarded by the mentee to the HQIMA Mentoring program coordinator within 45 days of the program start.

(3) The mentor will assign the mentee at least one stretch exercise which will be identified on the mentoring action plan. See paragraph 2c(10).

(4) The mentor will develop a one-week mentee shadowing program which will be identified on the mentoring agreement. See paragraph 2c(11).

f. No Fault Termination. Participation in the mentoring program is voluntary. Either party may terminate the partnership at any time. Before terminating a mentoring relationship, the mentoring partners will seek assistance from the mentoring program coordinator.

g. Evaluation. Both partners in the mentoring relationship will complete the quarterly mentoring program evaluation forms at Appendix F. The mentee will forward a copy of quarterly evaluation to the HQIMA mentoring program coordinator mentor within 30 days of the quarter's end.

h. Funding. Centralized funding will be used to support TDY for the mentoring orientation and the mentor shadow program. Additional training for mentoring will be considered based on availability of funds.

APPENDIX C

IMA Mentoring Program - Mentee Application

Name:		Title:	
Current Series And Grade:			Career Field (If Applicable):
Total Yrs Federal Service:	Highest Level Of Education		Major Field Of Study
Supervisor's Name And Telephone Number:			
Job Titles Of Previous Positions Held In The Last 5 Years:			
Hobbies, Community Service, Activities, And Personnel Interests			
What Have You Done In The Past 5 Years To Enhance Your Professional Career And Self-Development?			
What Are Your Career Goals And Objectives: What Do You Expect To Achieve In The Next Three Years And How Do You Plan To Do It?			
What Do You Expect To Accomplish During The Mentoring Partnership? What Are Your Top 3-5 Goals And How Can A Mentor Help You Achieve Them?			
What IMA Functional Areas Do You Want Experience For Your Career Goals? Special Knowledge/Skills/Experience/Background You Have:			
Personal Characteristics/Qualities You Bring To The Mentoring Partnership			
Do You Have A Preference For A Mentor?			
Any Additional Information That Should Be Considered Prior To Matching You With A Mentor:			

IMA Mentoring Program - Mentee Application
(Continued)

For the Mentee

I request to participate in the IMA Mentoring Program as a mentee. I understand and agree that this program is voluntary, and I may withdraw from it at any time. The length of the program is 12 months and, with my supervisor's concurrence, I may be given reasonable duty time for mentoring. My participation in this program is not a guarantee of training, assignments or promotion. All recommended formal training courses are subject to applicable regulations and availability of funds. I understand that if selected for the HCMP, I will be expected to complete all developmental tasks assigned by my mentor. I also understand completion of this program may require work/study during off duty hours.

Signature of Mentee: _____ Date: _____

Mentee's Supervisor
I support my employee's nomination as a mentee in the mentoring program and agree to support the mentoring program and the individuals who have entered into this agreement.

Signature of Supervisor: _____ Date: _____
Comments:

Local CPM/CFM[*]
I support this employee's nomination as a mentee.

Signature of CPM/CFM: _____ Date: _____
Comments

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[*]The local CPM/CFM is the IMA CPM/CFM (may be at the Regions or HQIMA level) located closest to the applicant

APPENDIX C

Statement of Career Aspirations, Goals, and Suitability for HCMP
(Mentee)

_____

Applicant Name/Date

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APPENDIX D

IMA Mentoring Program - Mentor Background Form

Name:	Job Title, Series, & Grade:		Telephone
Mailing Address		Email Address	
Total Yrs Federal Service:	Career Field:	Yrs In Career Program/ Field?	Organization

Please List The Functional Job Titles Of Your Last Five Positions.

What Areas Are You Able To Help Your Mentee?
- ❏ Federal Personnel System
- ❏ Applying For IMA Jobs
- ❏ Information About A Particular Career Program/Field
- ❏ Progressing In The Career Field
- ❏ Career Counseling
- ❏ Career Progression Strategies
- ❏ Solutions To Job Problems
- ❏ Improving Job Competencies
- ❏ IMA Organizational Culture, And Politics
- ❏ How IMA Works As An Organization
- ❏ Interviewing

What Experiences, Skills, Values, Or Knowledge Would You Particularly Like To Pass On To A Mentee?

What Do You Expect Your Mentee To Gain From This Mentoring Partnership?

Do You Have A Preference For A Mentee?

Is There Any Additional Information That Should Be Considered Before Matching You With An Mentee/

IMA Mentoring Program - Mentor Background From
(Continued)

For the Mentor

I agree to serve as a mentor. I understand that I will be assigned one mentee, and that I will be expected to share my experiences, advice, and guidance with them. I understand that a reasonable amount of my duty time and some non-duty time may also be required. I agree to serve in this voluntary capacity for 12 months unless changing circumstances create an undue hardship.

Signature of Mentor: _____ Date: _____

Mentor's Supervisor
I support this employee's nomination as a mentor and agree to support the mentoring program and the individuals who have entered into this agreement.

Signature of Supervisor: _____ Date: _____
Comments:

Local CPM/CFM*
I support this employee's nomination as a mentor.

Signature of CPM/CFM: _____ Date: _____
Comments

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* The local CPM/CFM is the IMA CPM/CFM (may be at the Regions or HQIMA level) located closest to the applicant.

APPENDIX E

Mentoring Agreement

Purpose: We, the undersigned, agree to enter into a mentoring partnership.

Length of Mentorship: The length of the mentorship is 12 months but may be terminated earlier by either party.

Supervisor Notification
- Date Mentor's supervisor notified: _____
- Date Mentee's supervisor notified: _____

Mentorship Goals: The developmental goals of this mentoring partnership are:

Meetings Logistics:
- When? _____
- Where? _____
- How often? _____
- How long? _____
- Who schedules? _____

Mentor Program Orientation:
- Projected completion date: _____

Shadow Program:
- Scheduled date: _____

Stretch Assignment (See Appendix B):
- Date stretch assignment will be assigned: _____
- Date stretch assignment must be completed: _____

No-Fault Termination: This agreement is entered into voluntarily and, after discussion with each other and the mentoring coordinator, either the mentor or the mentee may terminate this agreement for any reason. If the agreement is terminated, the mentee will notify the mentor program coordinator.

Signature of Mentee: _____ Date: _____
_____

Signature of Mentor: _____ Date: _____
_____

APPENDIX E

MENTORING ACTION PLAN

Mentee's Name	Mentor's Name	Date

Development Goal:

Objectives	Needed Skills[1]:	Recommended Plan of Action[2]:	Target completion date

Development Goal:

Objectives	Needed Skills[1]:	Recommended Plan of Action[2]:	Target completion date

Development Goal:

Objectives	Needed Skill[1]:	Recommended Plan of Action[2]:	Target completion date

Stretch Assignment[3]:

Objectives	Needed Skills[1]:	Recommended Plan of Action[2]:	Target completion date

Remarks:

1. List the knowledge and abilities to be developed.
2. List the assignment or training recommended (developmental assignments, seminars) and specify resource and location.
3. Information on the stretch exercise can be found in Appendix B.

APPENDIX F

Initial Mentoring Program Evaluation
Pulse Check

Date:

Name of Mentee:

Name of Mentor:

1. How often do you meet? Is the time sufficient? Please explain. (1 hour per pay period is the norm).

2. What are some activities accomplished, in the process of being completed, or are planned with Mentor/mentee?

3. Are you benefiting from the partnership?

4. On a scale of 1-5 (1 being very dissatisfied and 5 being very satisfied), how would you rate your mentoring experience?

5. How are you communicating with your mentor/mentee? (e.g., email, meetings, telephone, etc)

6. What changes would you make to the IMA mentoring program?

7. Have you received your supervisor's support while participating in the program?

8. Is there any additional training that would make your partnership more successful? (e.g., conflict resolution, negotiating skills, communications, etc.)

APPENDIX F

Mentoring Program
Mid-Point/3rd Quarter Evaluation

Date:

Name of Mentee:

Name of Mentor:

1. How often are you meeting your mentor/mentee? Is the time sufficient? Please explain.

2. How would you rate your mentoring experience on a scale of 1-5 (1 being very dissatisfied and 5 being very satisfied)?

3. What can be done to improve the mentoring partnership?

5. Is there any additional training that should be offered at this point of the mentorship?

6. Has the stretch assignment been identified? Is there adequate support for completing this assignment?

7. Additional comments/suggestions:

APPENDIX F

Final Mentoring Program Evaluation
End of Program (Mentor)

Date:

Name of Mentee:

Name of Mentor:

1. Did you benefit from the partnership? Please explain?

2. Were the meeting times sufficient? Please explain.

3. What were the most important activities you accomplished with your mentee?

4. What do you think your mentee gained from the mentoring experience?

5. Overall, how would you rate your mentoring experience on a scale of 1-5 (1 being very dissatisfied and 5 being very satisfied)? Please explain.

6. Is there any additional training that would make your partnership more successful? (e.g., conflict resolution, negotiating skills, communications, etc.)

7. What changes would you suggest to improve the mentoring program? Please be specific.

APPENDIX F

Final Mentoring Program Evaluation
End of Program (Mentee)

Date:

Name of Mentee:

Name of Mentor:

1. Overall, how would you rate your mentoring experience on a scale of 1-5 (1 being very dissatisfied and 5 being very satisfied)? Please explain.

2. What did you gain from the partnership? Please explain?

3. Were the meeting times sufficient? Please explain.

4. What were the most important activities you accomplished with your mentor?

5. Did you acquire new technical, interpersonal and/or managerial skills? Please explain.

6. Has your organizational awareness and political savvy increased? How?

7. Is there any additional training that would make your partnership more successful? (e.g., conflict resolution, negotiating skills, communications, etc.)

8. What changes would you suggest to improve the mentoring program? Please be specific.

9. Would you recommend the mentoring program to others? Please explain.

APPENDIX G
Training-<u>Online Training Courses</u>

Mentoring Courses
- Effective Mentoring, MGMT0251, 3 hours
- Achieving Success with the Help of a Mentor, MGMT0255, 3.5 hours
- Mentoring Strategies in the 21st Century, MGMT0254, 3 hours

Other Available Mentoring Courses
- The Mentoring Manager, MGMT0252, 2.5 hours
- E-Mentoring, MGMT0256, 3 hours
- Mentoring Essentials Simulation, MGMT0250, .5 hours
- 360-Degree Feedback: Maximizing the Benefits of 360-Degree Feedback, 47203, 2 hours
- Building Your Support System LEAD0132, 3.5 hours
- Implementing an Organization-wide Mentoring Program, MGMT0253, 2.5 hours
- Management Skills for the Diverse Work Force, HR0145, 5.5 hours
- Overcoming the Challenges of Change, MGMT0333, 2.5 hours
- Giving Feedback to Colleagues, COMMO523, 4.5 hours

Courses are no cost to authorized uses website at
https://www.atrrs.army.mil/channels/eLearning/smartforce/. Authorized users are: Department of the Army (DA) Active Duty, Army National Guard, Army Reserves, DA civilian employees, USMA and ROTC cadets, and DA Local National employees. Examples of users that are not authorized access include contractors, retired personnel, and dependents.

Other Mentoring Websites
- Army's Mentorship Resource Center
  http://www.armyg1.army.mil/hr/mrc.asp,
- AKO Mentorship Community (*Army Organizations > Personnel > Mentorship*)
  https://www.us.army.mil/suite/login/welcome.html
- Defense Logistics Agency's Mentoring Matters Handbook
  http://www.dtc.dla.mil/LDship/TierI/Mentoring%20Handbook.pdf
- National Aeronautics and Space Administration
  http://nasapeople.nasa.gov/training/devprogs/mentorguide.htm
- US Geological Survey Mentoring Program
  http://training.usgs.gov/
- US Coast Guard Mentoring Program
  http://www.uscg.mil/hq/g-w/g-wt/g-wtl/mentoring.htm
- US Marine Corp Civilian Mentor Program
  https://lnweb1.manpower.usmc.mil/CCLD/leadership/training_education_mentoring.htm
- Mentor
  http://www.mentoring.org
- The Mentoring Group
  http://www.mentoringgroup.com

APPENDIX H

"IMA Guide to Mentoring"

This Guide can help YOU find out:
- *If mentoring is for you.*
- *How to establish a mentoring partnership.*
- *Ways to increase your chances for a successful mentoring relationship.*

No guaranteed promotion. This guide doesn't guarantee a promotion but it can help you develop a successful mentoring relationship and move toward your career goals.

Knowing the Basics:

Begin with YOUR GOAL: What is your career goal? Identify your career destination. What do you want to be doing in 3-5 years? If you can't answer this question, then begin your planning now. Without career goals, it will be hard to decide what choices you should make and hard to recognize where you are when you finally get there. You can get help by :
- Talking to your supervisor. He or she can give you information about your organization's direction and feedback about your performance.
- Talking to more experienced or senior employees working in your interested career field.
- Looking for a mentor working in that career field.

What's Mentoring? When you remove the complexities, mentoring is simply a relationship where a senior or more experienced employee (mentor) agrees to help a less experienced employee (mentee) increase proficiency or expertise in a particular area. Through this development process, mentoring can benefit both of the employees and the organization.

Is Mentoring for You? Mentoring partnerships can last for a very short period of time or continue throughout a career. There are many reasons why people choose to get involved in mentoring partnerships. Some of the common reasons include:

Mentees	Mentors
• Enhance opportunities for career advancement	• Share experience and knowledge
• Increase professional visibility	• Invest in organization's future
• Develop leadership abilities	• Develop future leaders
• Develop new skills and competencies	• Get a fresh point of view
• Network	• Solidify role as a subject matter expert

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Getting Started

STEP 1

Define your goals and objectives. If you don't know what you want, how will you know where you are going or if you're even moving in the right direction? Identify short and long-range career objectives that lead to that goal.

STEP 2

Let your supervisor know you are interested in mentoring.
- Your supervisor should be your first source of information. He or she can give you information about career development and performance feedback.
- Getting your supervisor's support is important for developmental assignments, OJT, and time to meet with your mentor.

STEP 3

Find a mentoring partner (mentor or mentee).
- For informal mentoring, look for a mentor who is:
  - Respected and trusted
  - Not in your chain of command
  - Located at or near your location
  - Recognized as a leader
  - Experienced in your areas of interest
  - Known for being honest and open
  - Easy to talk to
  - Able to explain "how things work around here"
- For facilitated or centralized mentoring programs, talk to the mentoring coordinator about the process for finding a mentor or a mentee.

STEP 4

- **Facilitated or Centralized Mentoring Program:** Follow the specific program's instructions. The information below may also be helpful.
- **Informal Mentoring:** Follow the recommended directions below.

First Mentoring Meeting
1. Complete the free online training identified in Appendix G.
2. Get to know each other's interests, career history, expectations, and personal style.
3. Discuss overall mentoring goals to include
   - Building leader skills
   - Getting to know more about IMA's culture and mission
   - Learning from experiences
   - Getting help on challenges
   - Handling confidentiality
4. Arrange for future meetings
   - When and Where?
   - How often?
   - How long?

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- How scheduled and by whom?
- Discuss length of your partnership... 6 months? 9 months? Shorter/longer? (Generally, 6 months to 1 year is recommended)

5. Decide if both partners want to be in a mentoring relation.
   - No. Go back to first step and seek another mentor/mentee.
   - Yes.
     - o Sign a mentoring agreement. The form at Appendix E is recommended.
     - o Begin developing a mentoring action plan. The form at Appendix E is recommended.

Next Mentoring Meeting
1. Complete a mentoring action plan.
2. List the mentee's mentoring goals.
3. Break goals into more specific objectives. Develop short and long-range career objectives that lead to that goal. Areas to focus on should include:
   - Networking
   - Learning in Organization
   - Knowledge Development
   - Leadership Competencies
   - Work Situation
4. Identify activities the mentee can attempt to meet an objective. Example of Action Plan: Development Goal: Improve communication skills, Objectives: Present ideas and information in writing in a clear, concise manner Skills: writing for the government, simplified writing, etc. Plan of action: Attend a writing course; draft a local regulation; etc.

Staying on Course

|STEP 1|

Follow the Mentoring Action Plan and update as necessary.

|STEP 2|

Complete the recommended program evaluations at least quarterly to help determine if any adjustments are necessary. The forms at Appendix F may be used for the mentoring evaluation.

Successful Mentoring Requires

Building Relationships

Realistic Expectations

Time

Effort

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Tips for Mentors

- Respect Confidentiality
- Be Honest and Open
- Give Open, Constructive Feedback
- Maintain Regular Contact
- Keep the Relationship On Track
- Share Business Acumen
- Help Identify Organizational Culture and Political Environment
- Model and Teach Leadership Behaviors and Attitudes
- Be a Role Model, Counselor, Teacher and Advisor

- Don't Be Quick to Provide Solutions
- Avoid Being Judgmental
- Be Option Oriented
- Don't Expect to Provide All the Answers
- Encourage and Stretch the Mentee
- Regularly Refer Back to Mentoring Goals
- Don't Assume the Supervisor's Role

Mentors Help Mentees With Workplace Learning Through Reflection and Dialogue.

Ask:
– What did you learn from the experience?
– What do you think this means?
– What general lessons can be drawn from your understanding?
– How can you apply this?
– What is the affect on your goal?

Discuss:
– New Projects
– Conflict at Work
– Career Advancement Ideas
– Developmental Activities/Opportunities
– Perspective on the Organization's Culture and Political Environment
– Work-Related Courses or Classes
– Leader Competencies
– Work Challenges

Tips for the Mentee

- Set realistic goals
- Listen and observe
- Be motivated to find and act on opportunities
- Identify areas of opportunity
- Ask for challenging work
- Welcome new ideas and feedback
- Accept constructive feedback
- Learn from experiences
- Apply new skills and abilities
- Accept challenge and change willingly
- Take risks to see progress
- Complete planned activities
- Discuss mentoring relationship regularly
- Discuss issues openly
- Take responsibility for your career
- Interact positively with your mentor
- Don't expect the mentor to make your decision
- Develop yourself outside the mentoring partnership
- Help and mentor others

Mentees learn from experiences. Include some of these experiences in your Action Plan. Use your mentor to discuss and reflect on the learning experiences.

- Volunteer to work on a new assignment
- Reflect on a conflict situation at work
- Determine your organization's priorities and any pending changes
- Deal with a leadership challenge
- Request a temporary detail
- Do a presentation
- Participate in community service
- Attend a work-related class
- Take the lead on a project or assignment
- Shadow an employee
- Participate in a professional society
- Mentor another employee
- Read and review professional books and articles

GLOSSARY
ACRONYM LIST

AKO
Army Knowledge Online

CF
Career Field

CFM
Career Field Manager

CP
Career Program

CPM
Career Program Manager

DA
Department of the Army

HCMP
Headquarters Installation Management Agency Centralized Mentoring Program

HQIMA
Headquarters Installation Management Agency

IDP
Individual Development Plan

IMA
Installation Management Agency

OJT
On-the-Job Training

TDY
Temporary Duty

WFD
Workforce Development

Terms

Action Plan
A training and developmental plan established for a mentee. The mentoring action plan includes developmental goals, training objectives, formal and informal training to be completed, usually establishes a time frame for completion, and relates to the mentoring career goals of the mentee.

Career Field
A grouping of functionally related positions under a single agent for life cycle personnel management purposes.

Career Program
Specified professional and administrative occupational series and functional fields grouped together on the basis of population, occupational structure, grade range and commonality of job qualification characteristics as designated by AR 690-950.

Centralized Mentoring Program
A mentoring program that is managed and funded from a central source such as a functional proponent, headquarters, a Region, or a local activity. Program requirements to participate in the mentoring program are also centrally dictated. Requirements may include joint establishment of career goals, development of a specific written plan for achieving these goals, evaluation of progress, and establishment of a timeframe for completion. It can also include other elements such as appointment of a program sponsor, formal command announcements, establishment of entry criteria for mentees and mentors, partner matching process, completion of reports of progress or evaluations, and setting of long-range individual and organizational goals. Using an application process, a centralized mentoring program is generally targeted to a select population and mentees must be competitively selected for participation.

Developmental Assignments
A formal learning experience designed to develop a knowledge base for future application. Developmental assignments may be long or short term, TDY or permanent change of station, across career program paths, in different organizations, or at different levels of command at different installations or activities.

Facilitated Mentoring Program
A mentoring program that incorporates some structure, such as registering and matching participants, providing information and publicity, does not have required procedures, specified forms or formats, required acceptance or evaluation procedures.

Informal Mentoring Program
A mentoring program where the mentor and mentee develop an unstructured or loosely defined mentoring relationship. Objectives and goals tend to be broad with general agreement on what is going to be done. In general, there are no formal plans or evaluation of the partnership. Although the participants may recognize the mentoring relationship, the mentoring usually occurs in a very casual manner. Meetings may take place in either a social setting or within the office and be unplanned.

Mentee
An employee at any grade level in any occupational series who participates with a more senior or more experienced mentor, in a mentoring relationship which is intended to enhance the less-experienced employee's ability to attain career goals.

Mentor
A more experienced or senior employee who accepts responsibility for assisting a less experienced employee, or mentee, by guiding the mentee's career, advising on career opportunities, and evaluating the mentee's progress towards goals and objectives. Mentors may have a formal, facilitated, or informal mentoring relationship with mentees.

Mentorship
The voluntary, developmental relationship that exists between a person of greater experience and a person of less experience that is characterized by mutual trust and respect.

Mentoring Program Coordinator
A program sponsor who is responsible for identifying and obtaining commitments from mentors and mentees, and performing other tasks required to establish, publicize, coordinate, and evaluate a mentoring program.

Senior Leader
A senior employee, usually at the GS-13 or above, who directs the work of a complex organization or program, often through subordinate managers, or who has responsibility for broad programs affecting large organizational elements.

Shadowing
Shadowing is following the mentor around to watching what the mentor does and what their day is like. The mentor may get the mentee involved in a task but shadowing differs from details because the purpose is not for the mentee to complete work. Shadowing offers the opportunity for the mentee to watch the mentor in action, to ask questions while work is being done, to network with people in the career field, and to check out assumptions about the kinds and levels of work done.

Stretch Assignment
A stretch assignment is an assignment that will challenge the mentee's abilities. It may include completing an in-depth analysis of an appropriate career field (CF) topic, working on a systemic problem within IMA, or taking on developmental work assignments that are accomplished through a functional office.

Supervisory Mentoring
Mentoring relationship between an employee and supervisor that generally covers issues such as learning, career planning, job enrichment, and career progression. This is normally recognized as part of a supervisor's regular coaching role and generally occurs informally.